

Children's Indicators of Quality

The Iowa Indicators of Quality were developed jointly by the Even Start Staff, the State Coordinator and specialists in family literacy and program administration. These Indicators were revised to better reflect a variety of developments. These indicators include the new federal requirements, reference to research-based practice, and Iowa practice of continuous program improvements.

The federal program elements are indicated in this manner: [Sec.1235-x]

Children will develop social, emotional, aesthetic and artistic, physical and intellectual skills along a developmental continuum and be involved in high quality, evidence based literacy activities designed to strengthen reading, writing, speaking, listening and communicating to improve their chances of achieving success in school and life.

4 Children Indicators

75-100% - 3-4 Indicators - Sufficient Progress

50-75%- 2-3 Indicators – Conditional Progress

Below 50% - Below 2 Indicators - Insufficient Progress

Objective A	Indicator #1	Measure	Data/Evidence
Children will acquire social, emotional, aesthetic and artistic, physical and cognitive skills.	100% of the children enrolled will receive a screening for vision, hearing, and or development.	Number of children who receive screening. Number of children who are referred as a result of the screening. Child progress on one or more of the following tools; <ul style="list-style-type: none"> ASQ (Ages and Stages Questionnaire) High/Scope – ESI 	A plan for screening and assessment which includes: <ul style="list-style-type: none"> Identification of the screening instrument, number screened and referred. Identification of the child progress instrument, the number of children assessed, pre/post scores, disaggregated data.
	Indicator #2 An increasing number of enrolled children will make progress in the development of language and literacy skills in 1 st or 2 nd language.	Measure Multiple examples the child's work and appropriate section of the child assessment instruments.	Data/Evidence <ul style="list-style-type: none"> High/Scope – COR, ESI. High/Scope – Infant Toddler. Work Sampling. Creative Curriculum. Year end data on child progress.

	Indicator #3 An increasing number of Even Start children will be promoted in school age programs.	Measure The number of school age children who are promoted in school. The number of children who are not promoted in school age programs.	Data/Evidence <ul style="list-style-type: none"> As applicable, the number of children in Even Start families who are promoted in elementary school reported on the year end data.
Objective B Children will engage in quality, developmentally appropriate activities designed to move them toward meeting their full potential.	Indicator #4 An increasing number of children have regular and consistent attendance.	Measure Attendance tracking.	Data/Evidence (Kept for individual children on site) Year end data for the number of hours of early childhood offered: <ul style="list-style-type: none"> Infant-toddler. 3-5 Preschool. 5 plus excluding school day.